

## Cainhoy Elementary/ Middle

2424 Cainhoy Road  
Huger, SC 29450

**Grades** PK-8 Middle School

**Enrollment** 383 Students

**Principal** John Spagnolia 843-899-8975

**Superintendent** Dr. J. Chester Floyd 843-899-8600

**Board Chair** Kathleen Bounds 843-761-5437

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	13	42

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

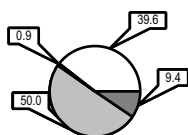
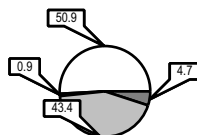
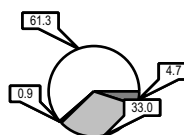
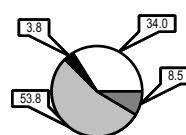
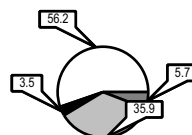
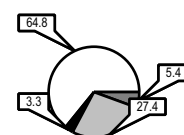
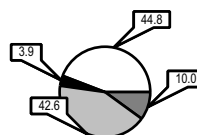
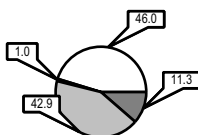
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	85.7	91.6
<b>English 1</b>	82.4	80.8
<b>Biology 1/Applied Biology 2</b>	N/A	44.7
<b>Physical Science</b>	N/A	26.5
<b>All Subjects</b>	83.9	82.5

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	247	100.0	38.0	47.1	13.6	1.4	25.8	No	Yes
<b>Gender</b>									
Male	113	100.0	46.1	45.1	8.8	0.0	16.7	N/A	N/A
Female	134	100.0	31.1	48.7	17.6	2.5	33.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	33	100.0	21.7	56.5	17.4	4.3	47.8	I/S	I/S
African American	212	100.0	39.8	46.4	12.8	1.0	23.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	209	100.0	29.7	52.4	16.2	1.6	30.3	N/A	N/A
Disabled	38	100.0	80.6	19.4	0.0	0.0	2.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	247	100.0	38.0	47.1	13.6	1.4	25.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	37.9	47.5	13.2	1.4	25.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	39.3	46.6	13.1	1.0	24.6	No	Yes
Full-pay meals	37	100.0	30.0	50.0	16.7	3.3	33.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	247	100.0	48.4	43.0	5.9	2.7	16.3	No	Yes
<b>Gender</b>									
Male	113	100.0	55.9	37.3	4.9	2.0	15.7	N/A	N/A
Female	134	100.0	42.0	47.9	6.7	3.4	16.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	33	100.0	21.7	47.8	13.0	17.4	43.5	I/S	I/S
African American	212	100.0	52.0	42.3	4.6	1.0	12.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	209	100.0	44.3	45.4	7.0	3.2	17.8	N/A	N/A
Disabled	38	100.0	69.4	30.6	0.0	0.0	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	247	100.0	48.4	43.0	5.9	2.7	16.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	48.9	42.9	5.5	2.7	15.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	52.4	41.9	4.2	1.6	14.1	No	Yes
Full-pay meals	37	100.0	23.3	50.0	16.7	10.0	30.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	247	100.0	64.7	27.6	5.0	2.7	7.7
<b>Gender</b>							
Male	113	100.0	71.6	21.6	4.9	2.0	6.9
Female	134	100.0	58.8	32.8	5.0	3.4	8.4
<b>Racial/Ethnic Group</b>							
White	33	100.0	39.1	34.8	8.7	17.4	26.1
African American	212	100.0	67.9	27.0	4.6	0.5	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	209	100.0	61.6	30.3	4.9	3.2	8.1
Disabled	38	100.0	80.6	13.9	5.6	0.0	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	247	100.0	64.7	27.6	5.0	2.7	7.7
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	64.8	27.9	5.0	2.3	7.3
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	67.5	26.7	4.2	1.6	5.8
Full-pay meals	37	100.0	46.7	33.3	10.0	10.0	20.0

<b>Social Studies</b>							
All Students	247	100.0	41.2	46.2	9.5	3.2	12.7
<b>Gender</b>							
Male	113	100.0	43.1	46.1	8.8	2.0	10.8
Female	134	100.0	39.5	46.2	10.1	4.2	14.3
<b>Racial/Ethnic Group</b>							
White	33	100.0	30.4	47.8	17.4	4.3	21.7
African American	212	100.0	42.3	46.4	8.2	3.1	11.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	209	100.0	36.8	49.2	10.8	3.2	14.1
Disabled	38	100.0	63.9	30.6	2.8	2.8	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	247	100.0	41.2	46.2	9.5	3.2	12.7
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	41.1	46.6	9.1	3.2	12.3
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	44.5	45.0	8.4	2.1	10.5
Full-pay meals	37	100.0	20.0	53.3	16.7	10.0	26.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Grade</i>	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
2005	3	38	100.0	12.1	42.4	42.4	3.0	45.5
	4	46	100.0	37.2	37.2	25.6	0.0	25.6
	5	42	100.0	62.9	31.4	5.7	0.0	5.7
	6	40	97.5	34.2	52.6	13.2	0.0	13.2
	7	41	100.0	41.7	36.1	22.2	0.0	22.2
	8	41	100.0	40.0	45.0	15.0	0.0	15.0
2006	3	38	100.0	30.3	45.5	21.2	3.0	24.2
	4	49	100.0	31.7	53.7	12.2	2.4	14.6
	5	43	100.0	46.3	34.1	19.5	0.0	19.5
	6	40	100.0	51.4	43.2	5.4	0.0	5.4
	7	45	100.0	32.5	60.0	7.5	0.0	7.5
	8	32	100.0	34.5	44.8	17.2	3.4	20.7
<b>Mathematics</b>								
2005	3	38	100.0	21.2	72.7	6.1	0.0	6.1
	4	46	100.0	39.5	41.9	11.6	7.0	18.6
	5	42	100.0	71.4	28.6	0.0	0.0	0.0
	6	40	100.0	25.6	46.2	23.1	5.1	28.2
	7	41	100.0	50.0	36.1	8.3	5.6	13.9
	8	41	100.0	65.0	32.5	2.5	0.0	2.5
2006	3	38	100.0	57.6	36.4	3.0	3.0	6.1
	4	49	100.0	29.3	48.8	14.6	7.3	22.0
	5	43	100.0	53.7	41.5	2.4	2.4	4.9
	6	40	100.0	48.6	48.6	2.7	0.0	2.7
	7	45	100.0	47.5	45.0	7.5	0.0	7.5
	8	32	100.0	58.6	34.5	3.4	3.4	6.9
<b>Science</b>								
2005	3	38	100.0	54.5	36.4	9.1	0.0	9.1
	4	46	100.0	55.8	32.6	9.3	2.3	11.6
	5	42	100.0	94.3	5.7	0.0	0.0	0.0
	6	40	100.0	56.4	38.5	5.1	0.0	5.1
	7	41	100.0	38.9	47.2	11.1	2.8	13.9
	8	41	100.0	52.5	40.0	5.0	2.5	7.5
2006	3	38	100.0	72.7	24.2	0.0	3.0	3.0
	4	49	100.0	61.0	19.5	12.2	7.3	19.5
	5	43	100.0	70.7	24.4	2.4	2.4	4.9
	6	40	100.0	75.7	21.6	2.7	0.0	2.7
	7	45	100.0	50.0	45.0	2.5	2.5	5.0
	8	32	100.0	58.6	31.0	10.3	0.0	10.3
<b>Social Studies</b>								
2005	3	38	100.0	21.2	66.7	12.1	0.0	12.1
	4	46	100.0	32.6	51.2	14.0	2.3	16.3
	5	42	100.0	60.0	20.0	14.3	5.7	20.0
	6	40	100.0	43.6	43.6	10.3	2.6	12.8
	7	41	100.0	33.3	44.4	19.4	2.8	22.2
	8	41	100.0	40.0	52.5	7.5	0.0	7.5
2006	3	38	100.0	45.5	51.5	3.0	0.0	3.0
	4	49	100.0	22.0	46.3	24.4	7.3	31.7
	5	43	100.0	75.6	22.0	2.4	0.0	2.4
	6	40	100.0	37.8	54.1	8.1	0.0	8.1
	7	45	100.0	37.5	52.5	5.0	5.0	10.0
	8	32	100.0	24.1	55.2	13.8	6.9	20.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 383)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	39.0%	Up from 14.1%	8.7%	16.7%
Retention rate	2.7%	Down from 6.4%	3.7%	2.5%
Attendance rate	96.4%	Down from 96.6%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.1%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.6%	0.0%	1.0%
Eligible for gifted and talented	7.4%	Up from 6.4%	7.9%	15.6%
On academic plans	44.0%	N/AV	51.3%	39.9%
On academic probation	14.6%	N/AV	0.4%	0.7%
With disabilities other than speech	10.0%	Down from 15.3%	13.5%	12.4%
Older than usual for grade	3.3%	Down from 5.1%	8.1%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 0.0%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 32)</b>				
Teachers with advanced degrees	53.1%	Up from 51.5%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.5%	N/A	14.1%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	12.9%	5.6%
Teachers returning from previous year	72.7%	Up from 70.8%	77.8%	84.6%
Teacher attendance rate	93.7%	Down from 95.1%	94.5%	94.8%
Average teacher salary	\$42,431	Up 5.2%	\$40,629	\$42,267
Prof. development days/teacher	8.2 days	Up from 7.3 days	11.8 days	11.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 17.3 to 1	19.5 to 1	21.1 to 1
Prime instructional time	88.9%	Down from 90.6%	87.9%	89.0%
Dollars spent per pupil*	\$10,044	Up 19.0%	\$7,182	\$6,243
Percent of expenditures for teacher salaries*	52.5%	Down from 55.6%	55.3%	59.8%
Percent of expenditures for instruction*	58.3%		64.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.4%	Down from 99.0%	94.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cainhoy Elementary/Middle School continues its commitment to raising student achievement through strong academics and dynamic, engaging programs. The implementation of school improvement has shown marked improvements in the areas of curriculum and student achievement.

The faculty continues to examine student achievement gains and the curriculum in the areas of reading, writing, mathematical concepts, critical thinking, and assessment.

Our accomplishments in 2005-2006 included 2 Junior Scholars, 12 Students passing the Algebra 1 End-of -Course Exam, 14 Students passing the English 1 End-of-Course Exam, 2 Spell Bound Competition participants, 9 All County Chorus participants, 21 All County Strings Participants, Cainhoy Steel Band performing at the 2006 Piccolo Spoleto Festival and being highlighted in Forbes magazine, and production of a Student News Show.

We have continued to promote the use of technology with the installation of Aver Keys in classrooms and SUCCESS maker software in our Academic Learning Lab. The school opened the Tiger Cafe to encourage students to participate in our Accelerated Reading program. The faculty and staff also increased the requirements for students to earn Tiger Bucks for displaying good behavior to purchase materials such as pencils, paper, notebooks, games, candy and several other items from our Tiger Pride Store.

Our Parent Teacher Organization and School Improvement Council worked unceasingly to support students, teachers and staff to enhance student achievement. They provided classroom supplies throughout the school year and organized a Fall Festival and May Day Celebration for all students.

We will continue to improve our school's overall rating with a coordinated team effort of district leaders, administrators, teachers, students, parents, and a strong School Improvement Council and Parent Teacher Organization.

John Spagnolia, Principal  
Ed Carson, SIC Chairman  
Kathy Mack Watson, PTO President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	28	44
Percent satisfied with learning environment	76.7%	60.7%	72.7%
Percent satisfied with social and physical environment	83.3%	67.9%	67.4%
Percent satisfied with school-home relations	58.6%	78.6%	72.7%

\*Only students at the highest middle school grade level at this school and their parents were included.